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Adam ORCID logoORCID: <https://orcid.org/0000-0001-9536-6782> (2012) Embedding
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LILAC 2012 – 10-13 April

“Embedding information literacy skills as
employability attributes”

Serengul Smith and Adam Edwards



“Embedding information literacy skills as employability attributes”

Serengul Smith

- Principal Lecturer
- Programme Leader
- Learning and Teaching Strategy Leader
- Engineering and Information Sciences

Adam Edwards

- Liaison Manager
- Engineering and Information Sciences
- Learning Resources



“Embedding information literacy skills as employability attributes”

The Beginning

- A need for academic and professional development amongst our students
- Many students more interested in what will happen after university (jobs) than what is happening at university (academic work)



“Embedding information literacy skills as employability attributes”

Anecdotal evidence

- Weak consultation and collaboration between academics and the Library (LR)
- LR academic and professional development activities carried out during the first six weeks of the term
—not enough continuity
- LR activities overlapped or repeated or were missed within a programme
- Some students saw no clear link to a module’s assessed work



“Embedding information literacy skills as employability attributes”

Coming together

- Through discussions it became clear embedding employability was an effective way to engage students
- CBI* employability guidelines were mapped onto modules in the EIS programmes
- Many of the skills were already being developed in an academic context

** Confederation of British Industry*



“Embedding information literacy skills as employability attributes”

Embedding skills

- The integration has been carried out at a programme level
 - to avoid any overlap between modules of a programme
 - to ensure all students receive consistent standards of academic and professional development

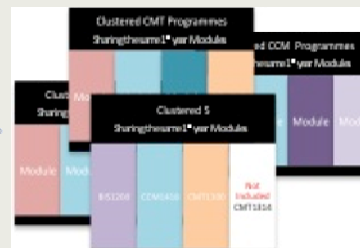


“Embedding information literacy skills as employability attributes”

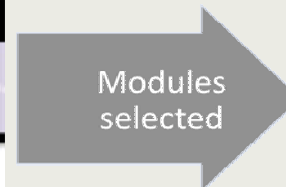
Steps of Employability Integration Process

| School or Partner | Programme (Prog) | Number of eligible students |
|-------------------|---|-----------------------------|
| EIS | BSc Multimedia Computing | 27 |
| EIS | BSc Information Technology | 25 |
| EIS | BSc Computer Science | 24 |
| EIS | BSc Business Info Systems | 23 |
| EIS | BA Product Design | 22 |
| EIS | BSc Business Info Technology | 19 |
| EIS | BSc Forensic Computing | 17 |
| EIS | BSc Business Inf Sys and Mgt | 14 |
| EIS | BEng Computer Comm & Networks | 13 |
| EIS | BSc Computer Networks | 13 |
| EIS | BSc Computing Graphics and Ga | 11 |
| EIS | BSc IT and Networking | 10 |
| EIS | BSc IT and Bus Info Sys | 10 |
| | DES Design studies | |
| | DES Computer Science | |
| | Q27 Forensic and Archaeological Science | |

EIS
Programmes



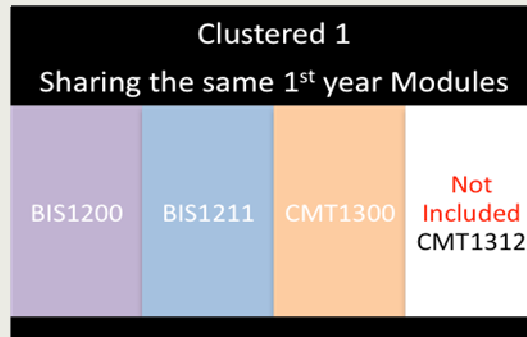
7 Programme Clusters
formed



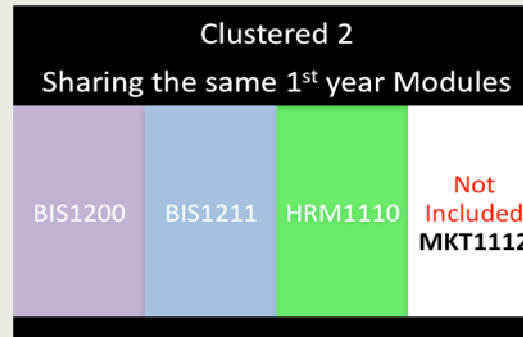
8 Modules
selected

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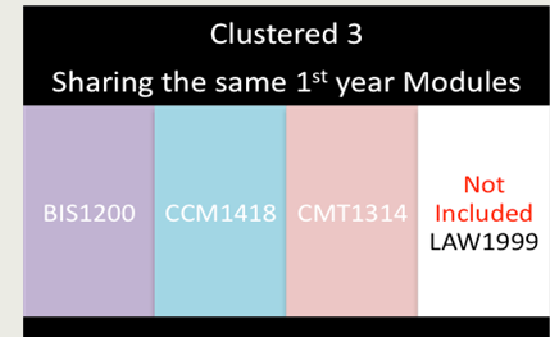
Clustered Programmes and Modules



1. Business Information Systems
2. Business Information Technology
3. Information Technology & Business Information Systems



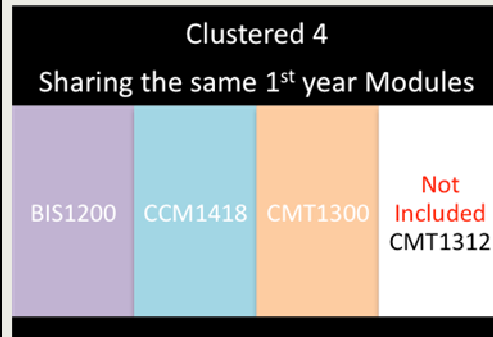
1. Business Information Systems & Management



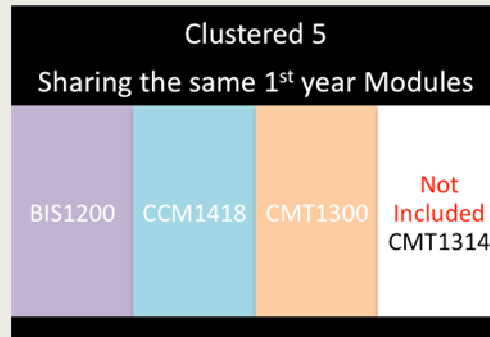
1. Forensic Computing

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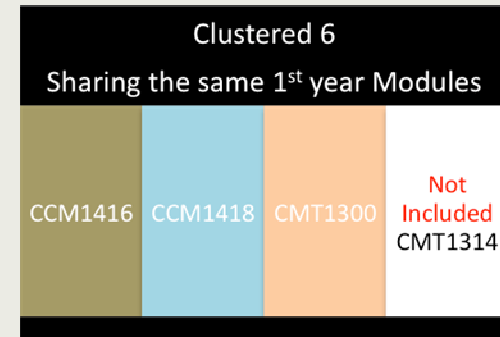
Clustered Programmes and Modules



1. Interactive Systems Design
2. Information Technology
3. Multimedia Computing



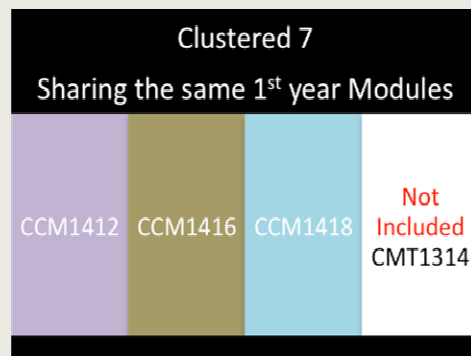
1. Computing Graphics and Games
2. Internet Application Development
3. Computer Science



1. Information Technology and Networking

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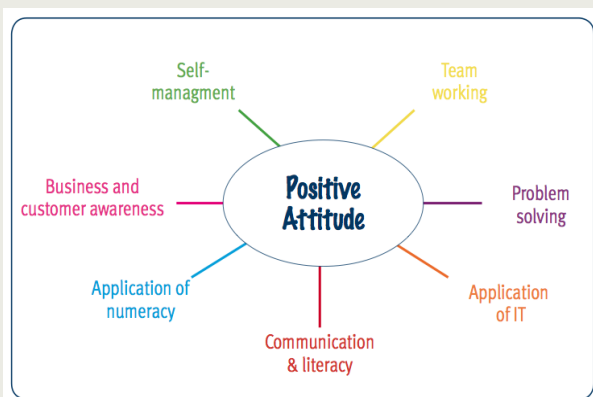
Clustered Programmes and Modules



1. Computer Communications and Networks
2. Network Management & Security
3. Computer Networks

“Embedding information literacy skills as employability attributes”

CBI employability guidelines



Mapping carried out by LR

| Library sessions | | |
|--|--|---|
| Introduction: What is Learning Resources? Thinking about resources Understanding reading lists Evaluation Problem solving | Plagiarism Search strategy Communication and literacy | Searching resources Application of IT |

Mapping carried out by LDU*

| LDU sessions | | | | | |
|---|---|---|---|---|--|
| Academic writing Communication and literacy | Academic reading Communication and literacy | Reflective writing Communication and literacy | Presentations Self-management | Language Communication and literacy | Team/Group work Self-management Team working |

* Learner Development Unit

“Embedding information literacy skills as employability attributes”

- Collaboration
Between LR and EIS

Module leaders identified
relevant and appropriate

- Lab and seminar activities
- Assessed work

to carry out seamless integration

| CCM1418 | | |
|---|--|---|
| Introduction to Operating Systems, Architecture | | LR |
| | | Week 11 2 hours) 2 groups (5, 8) Total 13 students |
| | | <ul style="list-style-type: none">• Who are Learning Resources?• Range of resources available• Understanding reading lists• How to find books and journals• Obtaining info from other sources |
| | | Week 16 and 17 2hrs (Groups split in half. Half with library, half doing group presentations) |
| | | <ul style="list-style-type: none">• Search strategy (keywords and search terms)• Searching resources (based on student project)• Evaluation• Plagiarism |

“Embedding information literacy skills as employability attributes”

Bigger Picture

| | | | |
|---------|---|---|--|
| CCM1418 | Introduction to Operating Systems, Architecture | <p>LR</p> <p>Week 11 2 hours 3 groups (17,19,13) Total 49 students</p> <ul style="list-style-type: none"> Who are Learning Resources? Range of resources available Understanding reading lists How to find books and journals Obtaining info from other sources <p>Week 16 and 17 2hrs (Groups split in half. Half with library, half doing group presentations)</p> <ul style="list-style-type: none"> Search strategy (keywords and search terms) Searching resources (based on student project) Evaluation Plagiarism | <p>LDU</p> <p>Week 7 (2hrs):</p> <ul style="list-style-type: none"> Introduce Maths, Stats and Numeracy support as part of the LDU. Implement a Maths diagnostic covering: powers, roots, algebraic manipulation and modulo arithmetic (this will be accessed in Oasisplus). Introduce Mangahigh as a Maths learning development tool. <p>Week 12 (2hrs):</p> <ul style="list-style-type: none"> Binary and 2's complement (with slightly more challenging tasks, accessed on computer.) <p>Week 13 (?hrs):</p> <ul style="list-style-type: none"> Oversee lass test 6 – Maths. <p>Week 18 (2 hrs):</p> <ul style="list-style-type: none"> Hexadecimal exercises (slightly more challenging tasks, accessed on computer.) <p>Week 19 (?hrs):</p> <ul style="list-style-type: none"> Oversee lass test 8 – Maths. <p>Week 21 (2 hrs):</p> <ul style="list-style-type: none"> Digital logic activities. <p>Week 22 (1 hr):</p> <ul style="list-style-type: none"> Summary of Maths knowledge gained. <p>NOTE: Any students who have failed to attend or pass the maths part of the class tests will be identified in week 22 and additional assessment carried out.</p> <p>Week 23 (?hrs):</p> <ul style="list-style-type: none"> Oversee lass test 10 – Maths. Opportunity for student feedback. |
|---------|---|---|--|

“Embedding information literacy skills as employability attributes”

More fine grained approach to programme design and development

- Integration at programme and module level
- Spiral development of knowledge, skills and experience via LR/LDU academic and professional growth



So why is this better for librarians?

- Management
- Methods
- Marks



Management

- Part of School plan
- Time needed planned
- Shared ownership
- Matrix structure
- Menu



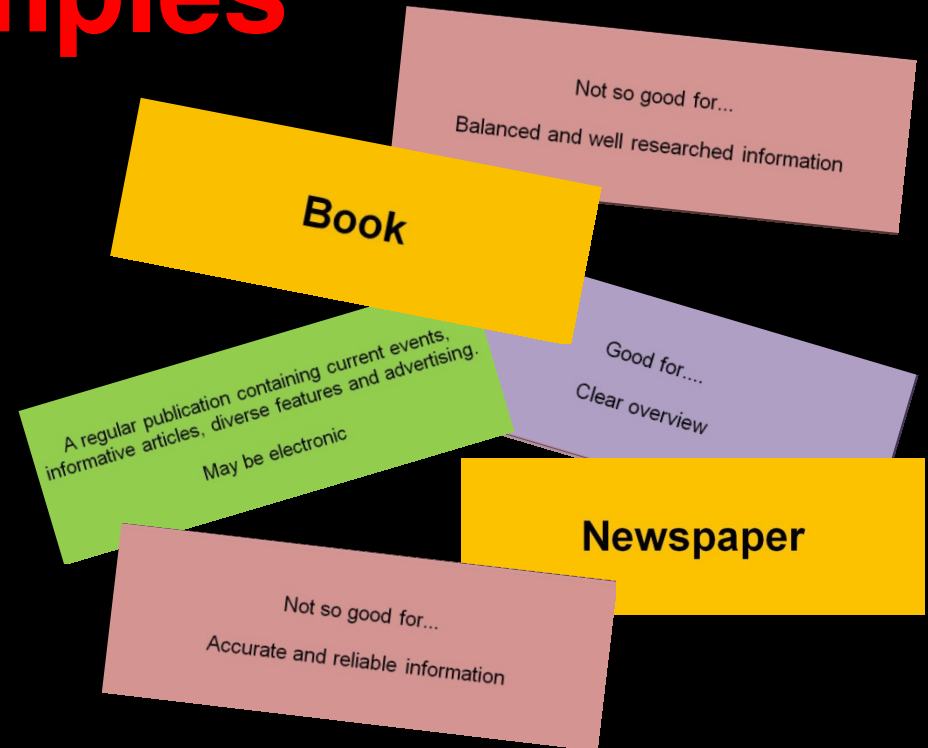
Methods

- Presentation
- Problem based
- Interactive
- Less is more



Examples

- Thinking about resources
- Keywords
- The real thing
- Hands on try it out
 - 1st years = Summon
 - 3rd years = Summon plus other databases
 - PG = Summon, databases, plus citation searching
- Evaluation



What do you see in the picture?

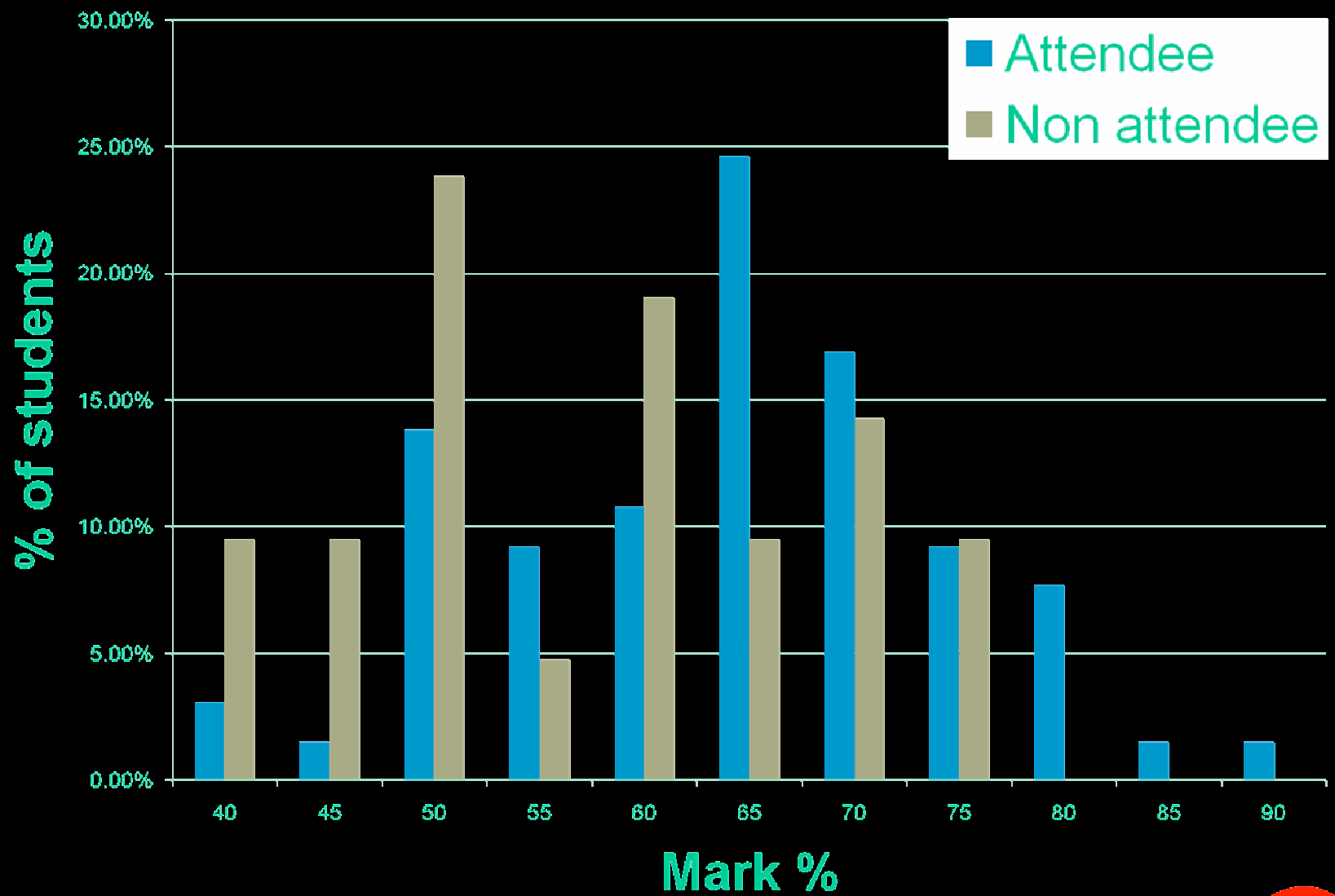


Results

- Survey of CCM2426 students
- 66 attendees, 22 non-attendees

| Marks | Attendees | Non-attendees |
|--------------------------------|-----------|---------------|
| Commonest mark | 65% | 50% |
| Highest mark | 90% | 75% |
| Lowest mark | 40% | 40% |
| Bibliography commonest mark | 7/10 | 5/10 |





What they used and why

| Search tools used | Attendees | Non-attendees |
|-------------------|-----------|---------------|
| Google | 68% | 63% |
| Wikipedia | 38% | 27% |
| Summon | 68% | 40% |
| Library catalogue | 30% | 59% |

| Evaluation criteria | Attendees | Non-attendees |
|---------------------|-----------|---------------|
| Current | 89% | 59% |
| Relevant | 76% | 59% |
| Academic authority | 67% | 41% |
| Easy to read | 24% | 45% |



Taking it forward

- Good students
- This time next year
- Non-attendance
- More research



“I don’t think library training is relevant...expect to have a real lesson”



Conclusions

- Fab management framework
- Changes have worked
- Teaching is more fun
- Impact
- But we can now say...



...Library training gets you better marks!



Any questions?

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